



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 11101313  
SAU: Monmouth School Department  
School: Monmouth Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science and Technology Results .....	10-12

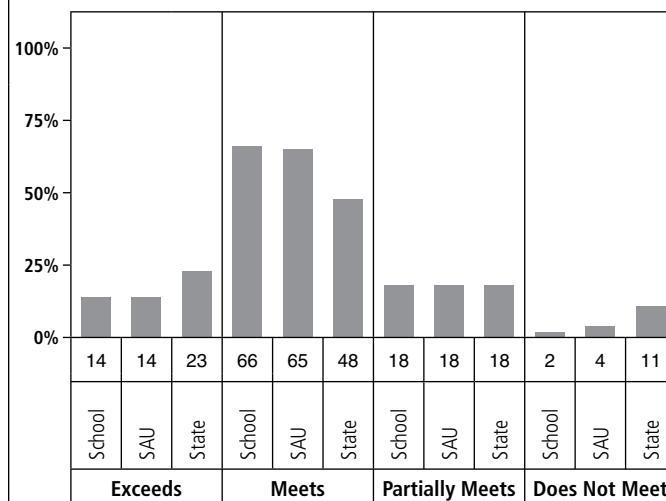
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 8  
SAU: Monmouth School Department  
School: Monmouth Middle School

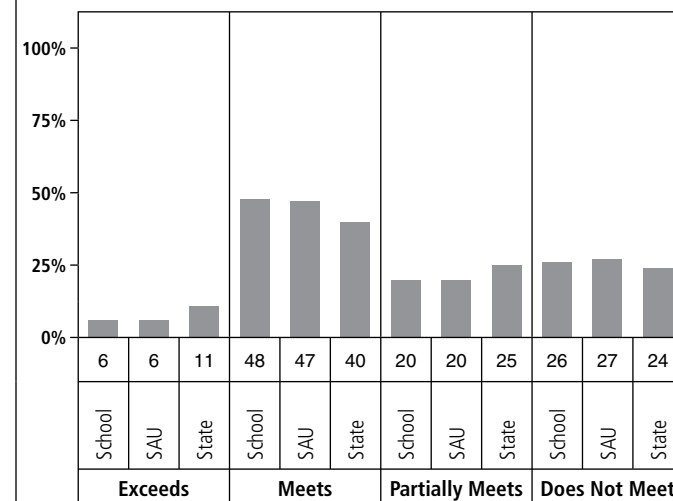
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	843	843	845
2006–2007	844	844	847
<b>2007–2008</b>	<b>850</b>	<b>849</b>	<b>849</b>
Cum. Avg. *	845	845	847
<b>Mathematics</b>			
2005–2006	839	839	840
2006–2007	838	838	842
<b>2007–2008</b>	<b>840</b>	<b>839</b>	<b>841</b>
Cum. Avg. *	839	839	841
<b>Science &amp; Technology</b>			
2005–2006	849	849	846
2006–2007	847	847	847
<b>2007–2008</b>	<b>852</b>	<b>852</b>	<b>847</b>
Cum. Avg. *	849	849	847

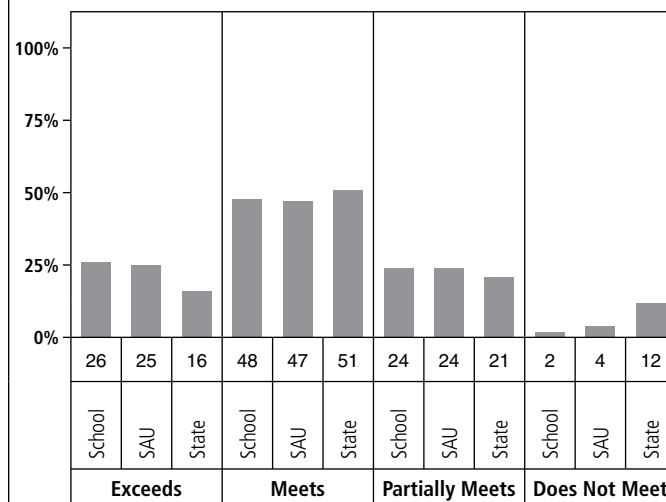
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 8  
 SAU: Monmouth School Department  
 School: Monmouth Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	50	100	51	100	15274	100	50	100	51	100	15102	99	50	100	51	100	15097	99	50	100	51	100	15080	99						
Ethnicity African American/Black	1	2	1	2	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	49	98	50	98	14461	95	49	100	50	100	14312	99	49	100	50	100	14302	99	49	100	50	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	14	8	16	2508	16	7	100	8	100	2446	98	7	100	8	100	2441	98	7	100	8	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	12	24	13	25	5420	35	12	100	13	100	5329	99	12	100	13	100	5324	99	12	100	13	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	43	86	43	84	12703	83	43	86	43	84	12694	83	43	86	43	84	12710	83						
Identified disability (PET/IEP)	0	0	0	0	437	3	0	0	0	0	421	3	0	0	0	0	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	2	5	2	5	229	2	2	5	2	5	231	2	2	5	2	5	230	2						
Participation with accommodations	7	14	8	16	2221	15	7	14	8	16	2227	15	7	14	8	16	2197	14						
Identified disability (PET/IEP)	7	100	8	100	1832	82	7	100	8	100	1844	83	7	100	8	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Monmouth School Department  
School: Monmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	4	6	4	6	2695	17
	2006-2007	5	8	5	8	2407	16
	<b>2007-2008</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	16	9	16	9	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	28	42	28	42	6830	42
	2006-2007	27	42	27	42	7494	49
	<b>2007-2008</b>	<b>33</b>	<b>66</b>	<b>33</b>	<b>65</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	88	48	88	48	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	25	37	25	37	3741	23
	2006-2007	25	38	25	38	3628	24
	<b>2007-2008</b>	<b>9</b>	<b>18</b>	<b>9</b>	<b>18</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	59	32	59	32	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	10	15	10	15	3003	18
	2006-2007	8	12	8	12	1810	12
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	19	10	20	11	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	37.4	66.8	37.0	66.1	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	18.6	66.4	18.4	65.7	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.8	67.1	18.6	66.4	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Monmouth School Department  
 School: Monmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	7	14	33	66	9	18	1	2	850	51	14	65	18	4	849	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	49	7	14	33	67	8	16	1	2	850	50	14	66	16	4	850	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	0	0	5	71	1	14	839	8	13	0	63	25	837	2269	3	24	32	42	833
No	43	6	14	33	77	4	9	0	0	852	43	14	77	9	0	852	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	0										0						308	8	30	27	34	837
No	50	7	14	33	66	9	18	1	2	850	51	14	65	18	4	849	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	12	0	0	7	58	4	33	1	8	842	13	0	54	31	15	841	5222	12	44	25	19	843
No	38	7	18	26	68	5	13	0	0	852	38	18	68	13	0	852	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	50	7	14	33	66	9	18	1	2	850	51	14	65	18	4	849	14917	23	48	18	11	849
<b>Gender</b>																						
Female	26	4	15	18	69	4	15	0	0	852	26	15	69	15	0	852	7198	30	48	15	7	853
Male	24	3	13	15	63	5	21	1	4	847	25	12	60	20	8	846	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						807	9	41	32	18	842
No	50	7	14	33	66	9	18	1	2	850	51	14	65	18	4	849	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	0										0						592	71	28	1	0	867
No	50	7	14	33	66	9	18	1	2	850	51	14	65	18	4	849	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 8  
 SAU: Monmouth School Department  
 School: Monmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	1	33	1	33	1	33	0	0	850	6	33	33	33	0	850	9	10	39	24	26	841
B. less than one hour	54	3	11	17	63	6	22	1	4	848	55	11	61	21	7	847	46	20	50	20	11	849
C. one to two hours	36	3	17	13	72	2	11	0	0	852	35	17	72	11	0	852	41	28	49	15	7	852
D. more than two hours	4	0	0	2	100	0	0	0	0	852	4	0	100	0	0	852	5	28	44	15	12	850
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	34	5	29	10	59	2	12	0	0	854	33	29	59	12	0	854	33	31	48	14	7	853
B. They match some of what I have learned.	56	2	7	18	64	7	25	1	4	847	57	7	62	24	7	846	53	21	51	19	9	849
C. They match just a little of what I have learned.	8	0	0	4	100	0	0	0	0	851	8	0	100	0	0	851	11	14	41	25	20	844
D. There is no match.	2	0	0	1	100	0	0	0	0	842	2	0	100	0	0	842	3	6	34	26	35	836
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	4	27	9	60	2	13	0	0	853	29	27	60	13	0	853	31	42	44	8	6	857
B. good	50	3	12	18	72	4	16	0	0	851	49	12	72	16	0	851	49	19	54	19	9	849
C. fair	14	0	0	4	57	2	29	1	14	841	16	0	50	25	25	839	18	5	42	31	22	840
D. poor	6	0	0	2	67	1	33	0	0	843	6	0	67	33	0	843	2	4	29	32	34	835
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	5	63	2	25	1	13	843	16	0	63	25	13	843	15	16	44	22	18	845
B. about the same as my regular schoolwork	51	6	24	15	60	4	16	0	0	852	52	23	58	15	4	851	65	23	49	18	9	850
C. easier than my regular schoolwork	33	1	6	12	75	3	19	0	0	850	32	6	75	19	0	850	19	30	49	14	8	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	3	60	1	20	1	20	840	11	0	60	20	20	840	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	39	2	11	10	56	6	33	0	0	847	40	11	53	32	5	846	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	50	5	22	16	70	2	9	0	0	854	49	22	70	9	0	854	38	36	48	11	5	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	18	0	0	7	78	1	11	1	11	844	20	0	70	10	20	842	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	69	6	18	20	59	8	24	0	0	851	68	18	59	24	0	851	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	12	1	17	5	83	0	0	0	0	850	12	17	83	0	0	850	6	9	43	24	23	842
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	22	3	27	6	55	1	9	1	9	852	22	27	55	9	9	852	18	31	47	13	9	852
B. 20 minutes to an hour	36	2	11	15	83	1	6	0	0	852	35	11	83	6	0	852	41	28	49	15	7	852
C. less than 20 minutes	18	1	11	6	67	2	22	0	0	849	18	11	67	22	0	849	13	20	49	18	12	848
D. I rarely read at home.	24	1	8	6	50	5	42	0	0	845	25	8	46	38	8	844	28	12	47	26	16	844
<b>How do you feel about the following statement?</b> <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	40	5	25	13	65	2	10	0	0	854	41	24	62	10	5	853	43	31	48	14	7	853
B. agree	54	2	7	18	67	6	22	1	4	847	53	7	67	22	4	847	48	18	50	20	12	848
C. disagree	6	0	0	2	67	1	33	0	0	844	6	0	67	33	0	844	6	11	43	24	21	843
D. strongly disagree	0										0						2	6	36	32	26	839
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	842	100	0	100	0	0	842						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Monmouth School Department  
School: Monmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	6	9	6	9	1714	11
	2006-2007	3	5	3	5	1952	13
	<b>2007-2008</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	12	7	12	7	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	18	27	18	27	5533	34
	2006-2007	24	37	24	37	5870	38
	<b>2007-2008</b>	<b>24</b>	<b>48</b>	<b>24</b>	<b>47</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	66	36	66	36	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	27	40	27	40	4764	29
	2006-2007	21	32	21	32	3982	26
	<b>2007-2008</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	58	32	58	32	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	16	24	16	24	4251	26
	2006-2007	17	26	17	26	3534	23
	<b>2007-2008</b>	<b>13</b>	<b>26</b>	<b>14</b>	<b>27</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	46	25	47	26	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.3	51.9	8.1	50.6	8.4	52.5
Cluster 2: Shape and Size	14	25	5.7	40.7	5.6	40.0	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.5	56.3	4.4	55.0	4.6	57.5
Cluster 4: Patterns	18	32	8.4	46.7	8.3	46.1	8.9	49.4

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Monmouth School Department  
 School: Monmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	3	6	24	48	10	20	13	26	840	51	6	47	20	27	839	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	49	3	6	24	49	10	20	12	24	840	50	6	48	20	26	839	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	0	0	6	86	821	8	0	13	0	88	819	2265	1	14	22	62	824
No	43	3	7	23	53	10	23	7	16	843	43	7	53	23	16	843	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	0										0						315	5	24	20	51	828
No	50	3	6	24	48	10	20	13	26	840	51	6	47	20	27	839	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	12	1	8	1	8	4	33	6	50	829	13	8	8	31	54	827	5217	5	30	29	37	834
No	38	2	5	23	61	6	16	7	18	843	38	5	61	16	18	843	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	50	3	6	24	48	10	20	13	26	840	51	6	47	20	27	839	14914	11	40	25	24	841
<b>Gender</b>																						
Female	26	1	4	12	46	5	19	8	31	838	26	4	46	19	31	838	7199	11	40	26	23	841
Male	24	2	8	12	50	5	21	5	21	842	25	8	48	20	24	840	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						806	3	20	30	47	831
No	50	3	6	24	48	10	20	13	26	840	51	6	47	20	27	839	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	0										0						592	58	39	2	1	864
No	50	3	6	24	48	10	20	13	26	840	51	6	47	20	27	839	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: Monmouth School Department  
School: Monmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	1	33	0	0	2	67	829	6	0	33	0	67	829	9	5	30	23	41	833
B. less than one hour	54	1	4	13	48	6	22	7	26	839	55	4	46	21	29	838	46	10	40	26	25	840
C. one to two hours	36	1	6	9	50	4	22	4	22	841	35	6	50	22	22	841	41	14	42	25	19	843
D. more than two hours	4	1	50	1	50	0	0	0	0	862	4	50	50	0	0	862	5	14	38	23	24	842
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	2	18	2	18	3	27	4	36	838	22	18	18	27	36	838	30	17	43	22	18	845
B. They match some of what I have learned.	56	1	4	16	57	4	14	7	25	841	57	3	55	14	28	839	50	10	42	26	22	841
C. They match just a little of what I have learned.	18	0	0	5	56	2	22	2	22	839	18	0	56	22	22	839	17	6	32	29	33	836
D. There is no match.	4	0	0	1	50	1	50	0	0	844	4	0	50	50	0	844	4	3	18	25	54	828
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	10	1	20	2	40	0	0	2	40	843	10	20	40	0	40	843	26	29	46	14	11	851
B. good	41	2	10	13	65	3	15	2	10	847	42	10	62	14	14	845	45	7	46	27	20	841
C. fair	41	0	0	8	40	6	30	6	30	835	40	0	40	30	30	835	23	1	26	34	38	833
D. poor	8	0	0	0	0	1	25	3	75	825	8	0	0	25	75	825	5	1	14	29	57	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	30	1	7	8	53	4	27	2	13	839	31	6	50	25	19	837	34	4	35	28	32	836
B. about the same as my regular schoolwork	52	2	8	10	38	6	23	8	31	839	51	8	38	23	31	839	52	10	43	26	21	842
C. easier than my regular schoolwork	18	0	0	6	67	0	0	3	33	845	18	0	67	0	33	845	13	33	40	14	13	852
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	26	3	25	4	33	3	25	2	17	845	28	23	31	23	23	842	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	65	0	0	13	43	6	20	11	37	836	64	0	43	20	37	836	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	4	100	0	0	0	0	845	9	0	100	0	0	845	6	9	27	27	38	835
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						9	6	38	27	29	837
B. two or three days a week	8	1	25	1	25	1	25	1	25	843	8	25	25	25	25	843	16	8	38	27	27	839
C. two or three times each month	6	0	0	2	67	1	33	0	0	846	6	0	67	33	0	846	28	12	41	27	21	843
D. never or almost never	86	2	5	21	49	8	19	12	28	839	86	5	48	18	30	838	48	13	40	23	24	842
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	36	2	11	10	56	3	17	3	17	846	35	11	56	17	17	846	38	14	42	23	21	843
B. two or three times a week	34	1	6	11	65	3	18	2	12	843	35	6	61	17	17	841	33	10	41	26	23	841
C. two or three times each month	20	0	0	2	20	2	20	6	60	829	20	0	20	20	60	829	18	10	36	27	27	840
D. never or almost never	10	0	0	1	20	2	40	2	40	831	10	0	20	40	40	831	11	7	34	26	33	836
<b>How do you feel about the following statement?</b> <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	56	2	7	14	50	5	18	7	25	841	57	7	48	17	28	840	54	14	44	23	18	844
B. agree	34	0	0	7	41	5	29	5	29	837	33	0	41	29	29	837	38	8	36	27	28	838
C. disagree	8	1	25	2	50	0	0	1	25	843	8	25	50	0	25	843	6	6	31	28	36	835
D. strongly disagree	2	0	0	1	100	0	0	0	0	842	2	0	100	0	0	842	2	3	23	25	49	831
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	848	100	0	100	0	0	848						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Monmouth School Department  
School: Monmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	9	13	9	13	1879	12
	2006-2007	4	6	4	6	2192	14
	<b>2007-2008</b>	<b>13</b>	<b>26</b>	<b>13</b>	<b>25</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	26	14	26	14	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	44	66	44	66	8604	53
	2006-2007	40	62	40	62	7916	52
	<b>2007-2008</b>	<b>24</b>	<b>48</b>	<b>24</b>	<b>47</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	108	59	108	59	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	12	18	12	18	3618	22
	2006-2007	15	23	15	23	3340	22
	<b>2007-2008</b>	<b>12</b>	<b>24</b>	<b>12</b>	<b>24</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	39	21	39	21	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	2	3	2	3	2174	13
	2006-2007	6	9	6	9	1865	12
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	9	5	10	5	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.6	61.4	8.5	60.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	8.8	62.9	8.7	62.1	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.3	59.3	8.2	58.6	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.2	65.7	9.1	65.0	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Monmouth School Department  
 School: Monmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	13	26	24	48	12	24	1	2	852	51	25	47	24	4	852	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	49	13	27	23	47	12	24	1	2	852	50	26	46	24	4	852	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	2	29	3	43	1	14	841	8	13	25	38	25	840	2258	3	29	31	37	836
No	43	12	28	22	51	9	21	0	0	854	43	28	51	21	0	854	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	0										0						315	4	29	25	42	834
No	50	13	26	24	48	12	24	1	2	852	51	25	47	24	4	852	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	12	0	0	7	58	4	33	1	8	843	13	0	54	31	15	842	5206	8	45	28	20	842
No	38	13	34	17	45	8	21	0	0	855	38	34	45	21	0	855	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	50	13	26	24	48	12	24	1	2	852	51	25	47	24	4	852	14900	16	51	21	12	847
<b>Gender</b>																						
Female	26	6	23	10	38	10	38	0	0	851	26	23	38	38	0	851	7196	14	52	23	12	847
Male	24	7	29	14	58	2	8	1	4	854	25	28	56	8	8	853	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						804	6	38	34	22	841
No	50	13	26	24	48	12	24	1	2	852	51	25	47	24	4	852	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	0										0						592	63	35	1	0	865
No	50	13	26	24	48	12	24	1	2	852	51	25	47	24	4	852	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: Monmouth School Department  
School: Monmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	6 54 36 4	0 9 3 1	0 33 17 50	2 10 11 1	67 37 61 50	1 7 4 0	33 26 22 0	0 1 0 0	0 4 0 0	847 852 852 866	6 55 35 4	0 32 17 50	67 36 61 50	33 25 22 0	0 7 0 0	847 851 852 866	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b> A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	46 44 4 6	8 5 0 0	35 23 0 0	10 11 1 2	43 50 50 67	5 5 1 1	22 23 50 33	0 1 0 0	0 5 0 0	854 852 844 847	45 45 4 6	35 22 0 0	43 48 50 67	22 22 50 33	0 9 0 0	854 851 844 847	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
<b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor	20 66 14 0	4 9 0 0	40 27 0 0	4 16 4 0	40 48 57 0	2 8 2 0	20 24 29 0	0 0 1 0	0 0 14 0	856 853 845 0	20 65 16 0	40 27 0 0	40 48 50 25	20 24 25 25	0 0 0 0	856 853 844 0	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
<b>How difficult was the science part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	8 65 27	0 7 5	0 22 38	3 16 5	75 50 38	1 8 3	25 25 23	0 1 0	0 3 0	846 852 855	8 64 28	0 22 36	75 50 36	25 25 21	0 3 7	846 852 853	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
<b>How hard did you try on the science part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	15 83 2	1 10 1	14 25 100	4 19 0	57 48 0	2 10 0	29 25 0	0 1 0	0 3 0	851 852 876	14 82 4	14 25 50	57 48 0	29 25 0	0 3 50	851 852 853	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
<b>Which courses do you plan to take before you graduate from high school?</b> A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	28 30 16 26	1 3 6 3	7 20 75 23	9 10 0 5	64 67 0 38	3 2 2 5	21 13 25 38	1 0 0 0	7 0 0 0	846 854 861 851	29 29 16 25	7 20 75 23	60 67 0 38	20 13 25 38	13 0 0 0	845 854 861 851	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
<b>How do you feel about the following statement?</b> <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	24 60 14 2	3 8 2 0	25 27 29 0	6 14 3 1	50 47 43 100	2 8 2 0	17 27 29 0	1 0 0 0	8 0 0 0	852 853 853 842	25 59 14 2	23 27 29 0	46 47 43 100	15 27 29 0	15 0 0 0	850 853 853 842	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
<b>How well does the following statement reflect your future goals?</b> <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	26 24 36 14	6 2 3 2	46 17 17 29	7 5 11 1	54 42 61 14	0 5 4 3	0 42 22 43	0 0 0 1	0 0 0 14	859 848 852 847	26 24 36 14	46 17 17 29	54 42 61 14	0 42 22 43	0 0 0 14	859 848 852 847	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 100	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	850 850 850 850	0 0 0 100	0 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	850 850 850 850						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number